



The Postwar Era

Rosa Parks



Student Workbook

Vietnam War



Second Red Scare



Fall of the Berlin Wall

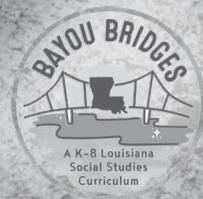
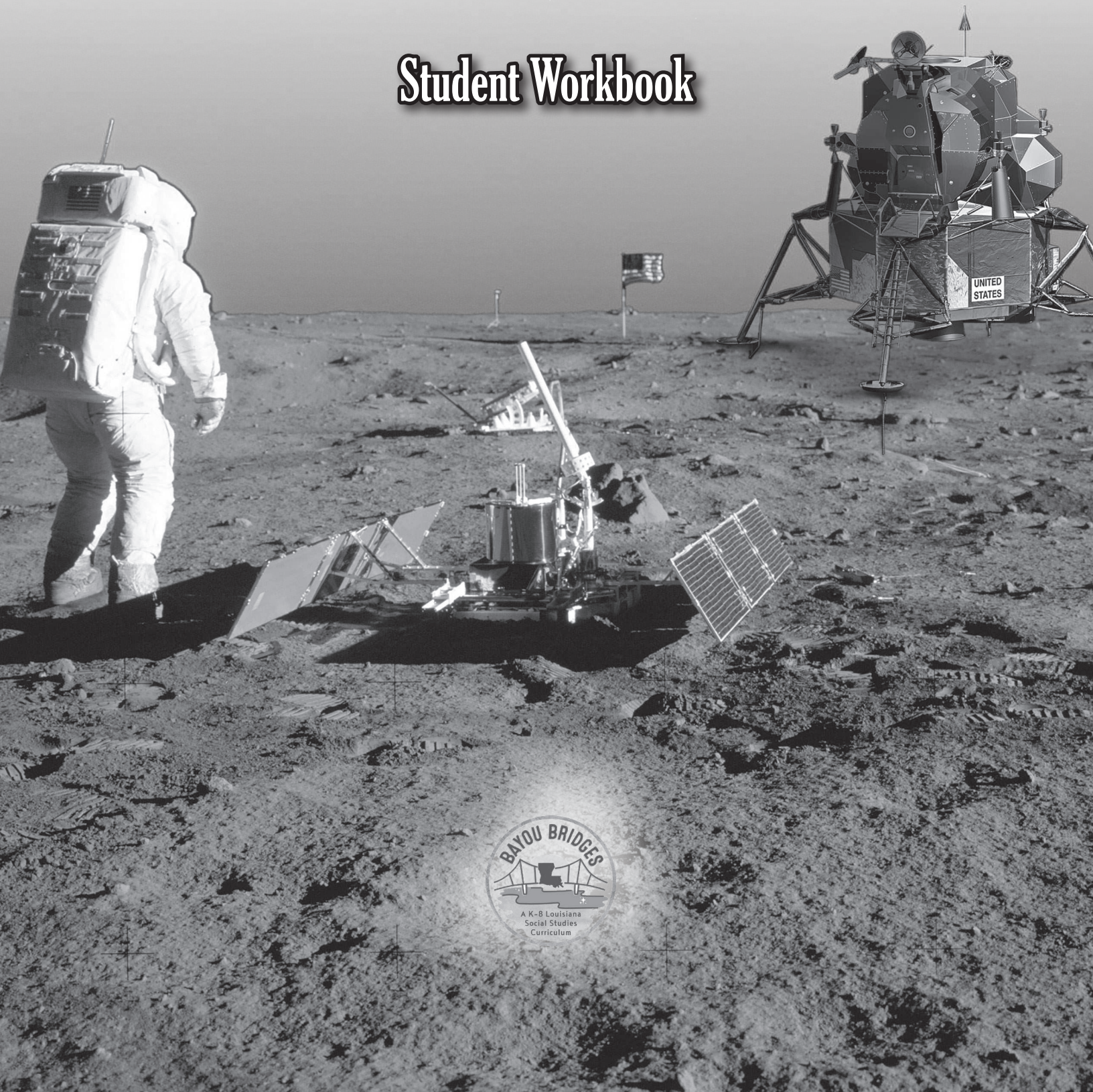


Civil Rights Movement



The Postwar Era

Student Workbook



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Chapter 1: Post–World War II United States and the Early Cold War (1945–1960s)

Framing Question: How did the Cold War shape domestic and foreign policy?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Postwar World	
Differing Worldviews	

Containment and the Truman Doctrine	
Postwar Europe	
The Cold War Heats Up	

NATO and the Warsaw Pact	
The Korean War	
The Suez Crisis	

The Second Red Scare	
Intelligence Agencies and the Cold War	
Fear and Deterrence in the Atomic Age	

The Space Race	
Bay of Pigs and the Cuban Missile Crisis	
Conflict in Vietnam	

Primary Sources

PRIMARY SOURCE A: THE TRUMAN DOCTRINE (1947)

In early 1947, President Truman gave a speech to Congress requesting funding to help Greece and Turkey defend against communist rebels. The speech announced that the United States was committed to helping any country fighting for democracy, a policy that became known as the Truman Doctrine.

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio; fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

The world is not static, and the status quo is not sacred. But we cannot allow changes in the status quo in violation of the Charter of the United Nations by such methods as coercion, or by such subterfuges as political infiltration. In helping free and independent nations to maintain their freedom, the United States will be giving effect to the principles of the Charter of the United Nations. . . .

The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive. . . .

If we falter in our leadership, we may endanger the peace of the world—and we shall surely endanger the welfare of our own nation.

Source: “President Truman’s Message to Congress,” March 12, 1947. Document 171; 80th Congress, 1st Session. *Records of the United States House of Representatives*; Record Group 233. National Archives.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
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CONSIDERATION What point of view is being expressed? What examples of bias or judgement does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

PRIMARY SOURCE B: MARGARET CHASE SMITH'S DECLARATION OF CONSCIENCE

Senator Margaret Chase Smith was one of the first to speak out against Joseph McCarthy's tactics. This excerpt comes from her 1950 speech to the Senate.

I think that it is high time that we [the United States Senate and its members] remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech but also of trial by jury instead of trial by accusation.

Whether it be a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.

Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism—

The right to criticize.

The right to hold unpopular beliefs.

The right to protest.

The right of independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us does not? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as "Communists" or "Fascists" by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others.

Source: Smith, Margaret Chase. "Declaration of Conscience," June 1, 1950. U.S. Congress, Senate. *Congressional Record*. 81st Congress, 2nd Session. pp. 7894–95.

Name _____

Date _____

Activity Page 1.2**Use with Chapters 1–3****Primary Source Analysis**

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PRIMARY SOURCE C: PRESIDENT TRUMAN'S STATEMENTS ON WEAPONS DEVELOPMENT

Source 1: Statement by President Truman, September 1949

I believe the American people, to the fullest extent consistent with national security, are entitled to be informed of all developments in the field of atomic energy. That is my reason for making public the following information.

We have evidence that within recent weeks an atomic explosion occurred in the U.S.S.R.

Ever since atomic energy was first released by man, the eventual development of this new force by other nations was to be expected. This probability has always been taken into account by us.

Nearly 4 years ago I pointed out that "scientific opinion appears to be practically unanimous that the essential theoretical knowledge upon which the discovery is based is already widely known. There is also substantial agreement that foreign research can come abreast of our present theoretical knowledge in time." And, in the Three-Nation Declaration of the President of the United States and the Prime Ministers of the United Kingdom and of Canada, dated November 15, 1945, it was emphasized that no single nation could in fact have a monopoly of atomic weapons.

This recent development emphasizes once again, if indeed such emphasis were needed, the necessity for that truly effective enforceable international control of atomic energy which this Government and the large majority of the members of the United Nations support.

Source: Truman, Harry S. Statement by the President on Announcing the First Atomic Explosion in the U.S.S.R. Sept. 23, 1949. National Archives. Harry S. Truman Library & Museum. Public Papers.

Source 2: Statement by President Truman, January 1950

It is part of my responsibility as Commander in Chief of the Armed Forces to see to it that our country is able to defend itself against any possible aggressor. Accordingly, I have directed the Atomic Energy Commission to continue its work on all forms of atomic weapons, including the so-called hydrogen or superbomb. Like all other work in the field of atomic weapons, it is being and will be carried forward on a basis consistent with the overall objectives of our program for peace and security.

This we shall continue to do until a satisfactory plan for international control of atomic energy is achieved. We shall also continue to examine all those factors that affect our program.

Source: Truman, Harry S. Statement by the President on the Hydrogen Bomb. Jan. 31, 1950. National Archives. Harry S. Truman Library & Museum. Public Papers.

Source 3: Statement by Direction of President Truman, October 1951

Another atomic bomb has recently been exploded within the Soviet Union. In spite of Soviet pretensions that their atomic energy program is being directed exclusively toward peaceful purposes, this event confirms again that the Soviet Union is continuing to make atomic weapons.

In accordance with the policy of the President to keep the American people informed to the fullest extent consistent with our national security, the President has directed me to make this statement and to stress again the necessity for that effective enforceable international control of atomic energy which the United States and the large majority of the members of the United Nations support.

Further details cannot be given without adversely affecting our national security interests.

NOTE: The statement was made public by Joseph Short, Secretary to the President.

Source: Truman, Harry S. Statement by Direction of the President Announcing an Atomic Explosion in the U.S.S.R. Oct. 3, 1951. National Archives. Harry S. Truman Library & Museum. Public Papers.

Name _____

Date _____

Activity Page 1.2

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Primary Sources

PRIMARY SOURCE D: THE PLEDGE OF ALLEGIANCE OVER TIME

1892

I pledge allegiance to my Flag and the Republic for which it stands, one nation indivisible, with liberty and justice for all.

1923

I pledge allegiance to the Flag and the Republic for which it stands, one nation indivisible, with liberty and justice for all.

1954

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

PRIMARY SOURCE E: MINERSVILLE SCHOOL DISTRICT V. GOBITIS (1940)

Source 1: from Justice Frankfurter's Opinion of the Court

We are dealing here with the formative period in the development of citizenship. Great diversity of psychological and **ethical**¹ opinion exists among us concerning the best way to train children for their place in society. Because of these differences and because of reluctance to permit a single, **iron-cast**² system of education to be imposed upon a nation compounded of so many strains, we have held that, even though public education is one of our most cherished democratic institutions, the Bill of Rights bars a state from compelling all children to attend the public schools. . . . But it is a very different thing for this Court to exercise censorship over the conviction of legislatures that a particular program or exercise will best promote in the minds of children who attend the common schools an attachment to the institutions of their country.

What the school authorities are really asserting is the right to awaken in the child's mind considerations as to the significance of the flag contrary to those **implanted**³ by the parent. In such an attempt the state is normally at a disadvantage in competing with the parent's authority, so long—and this is the vital aspect of religious toleration—as parents are unmolested in their right to **counteract**⁴ by their own persuasiveness the wisdom and rightness of those loyalties which the state's educational system is seeking to promote. Except where the **transgression**⁵ of constitutional liberty is too plain for argument, personal freedom is best maintained—so long as the **remedial**⁶ channels of the democratic process remain open and unobstructed—when it is ingrained in a people's habits and not enforced against popular policy by the coercion of **adjudicated**⁷ law. That the flag-salute is an allowable portion of a school program for those who do not invoke conscientious scruples is surely not debatable. But for us to insist that, though the ceremony may be required, exceptional immunity must be given to **dissidents**⁸, is to maintain that there is no basis for a legislative judgment that such an **exemption**⁹ might introduce elements of difficulty into the school discipline, might cast doubts in the minds of the other children which would themselves weaken the effect of the exercise.

The preciousness of the family relation, the authority and independence which give dignity to parenthood, indeed the enjoyment of all freedom, presuppose the kind of ordered society which is summarized by our flag. A society which is dedicated to the preservation of these ultimate values of civilization may in self-protection utilize the educational process for **inculcating**¹⁰ those almost unconscious feelings which bind men together in a comprehending loyalty, whatever may be their lesser differences and difficulties. That is to say, the process may be utilized so long as men's right to believe as they please, to win others to their way of belief, and their right to assemble in their chosen places of worship for the devotional ceremonies of their faith, are all fully respected.

¹ **ethical, adj.** having a high moral standard

² **iron-cast, adj.** not easily changed or bent

³ **implanted, v.** made a part of a person's thoughts or worldview

⁴ **counteract, v.** to neutralize or correct

⁵ **transgression, n.** an offense or crime

⁶ **remedial, adj.** corrective

⁷ **adjudicated, adj.** settled

⁸ **dissidents, n.** people who do not conform to social or political norms

⁹ **exemption, n.** the act of being excused from a requirement

¹⁰ **inculcating, v.** teaching through repetition

Source 2: from Justice Stone's Dissent

By this law the state seeks to **coerce**¹ these children to express a sentiment which, as they interpret it, they do not entertain, and which violates their deepest religious convictions. It is not denied that such **compulsion**² is a prohibited **infringement**³ of personal liberty, freedom of speech and religion, guaranteed by the Bill of Rights, except in so far as it may be justified and supported as a proper exercise of the state's power over public education. Since the state, in competition with parents, may through teaching in the public schools **indoctrinate**⁴ the minds of the young, it is said that in aid of its undertaking to inspire loyalty and devotion to constituted authority and the flag which symbolizes it, it may coerce the pupil to make **affirmation**⁵ contrary to his belief and in violation of his religious faith. And, finally, it is said that since the Minersville School Board and others are of the opinion that the country will be better served by **conformity**⁶ than by the observance of religious liberty which the Constitution prescribes, the courts are not free to pass judgment on the Board's choice. . . .

The guaranties of civil liberty are but guaranties of freedom of the human mind and spirit and of reasonable freedom and opportunity to express them. They **presuppose**⁷ the right of the individual to hold such opinions as he will and to give them reasonably free expression, and his freedom, and that of the state as well, to teach and persuade others by the communication of ideas. The very essence of the liberty which they guaranty is the freedom of the individual from compulsion as to what he shall think and what he shall say, at least where the compulsion is to **bear false witness**⁸ to his religion. If these guaranties are to have any meaning they must, I think, be deemed to withhold from the state any authority to compel belief or the expression of it where that expression violates religious convictions, whatever may be the legislative view of the desirability of such compulsion. . . .

The Constitution expresses more than the conviction of the people that democratic processes must be preserved at all costs. It is also an expression of faith and a command that freedom of mind and spirit must be preserved, which government must obey, if it is to adhere to that justice and moderation, without which no free government can exist. For this reason it would seem that legislation which operates to repress the religious freedom of small minorities, which is admittedly within the scope of the protection of the Bill of Rights, must at least be subject to the same judicial **scrutiny**⁹ as legislation which we have recently held to infringe the constitutional liberty of religious and racial minorities.

Source: *Minersville District v. Gobitis*. June 3, 1940. Library of Congress.

¹ **coerce, v.** to pressure someone against their will

² **compulsion, n.** the act of pressuring or compelling someone to do something

³ **infringement, n.** a violation of a person's rights

⁴ **indoctrinate, v.** to teach someone to accept a belief system without thinking about it critically

⁵ **affirmation, n.** validation, confirmation

⁶ **conformity, n.** sameness; adherence to a common standard or practice

⁷ **presuppose, v.** to assume

⁸ **"bear false witness" (phrase)** to tell a lie

⁹ **scrutiny, n.** close inspection

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

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PRIMARY SOURCE F: FROM EISENHOWER'S FAREWELL ADDRESS (1961)

A vital element in keeping the peace is our military establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction.

Our military organization today bears little relation to that known by any of my predecessors in peace time, or indeed by the fighting men of World War II or Korea.

Until the latest of our world conflicts, the United States had no armaments industry. American makers of plowshares could, with time and as required, make swords as well. But now we can no longer risk emergency improvisation of national defense; we have been compelled to create a permanent armaments industry of vast proportions. Added to this, three and a half million men and women are directly engaged in the defense establishment. We annually spend on military security more than the net income of all United States corporations.

This conjunction of an immense military establishment and a large arms industry is new in the American experience. The total influence—economic, political, even spiritual—is felt in every city, every state house, every office of the Federal government. We recognize the imperative need for this development. Yet we must not fail to comprehend its grave implications. Our toil, resources and livelihood are all involved; so is the very structure of our society.

In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted. Only an alert and knowledgeable citizenry can compel the proper meshing of the huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together. . . .

It is the task of statesmanship to mold, to balance, and to integrate these and other forces, new and old, within the principles of our democratic system—ever aiming toward the supreme goals of our free society.

Source: Eisenhower, Dwight D. Farewell Address. January 17, 1961. Final TV Talk 1/17/61 (1), Box 38, Speech Series, Papers of Dwight D. Eisenhower as President, 1953–61, Eisenhower Library; National Archives and Records Administration.

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PRIMARY SOURCE G: FROM JOHN F. KENNEDY'S INAUGURAL ADDRESS (1961)

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, “rejoicing in hope, patient in tribulation”—a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God’s work must truly be our own.

Source: Kennedy, John F. Inaugural Address, Kennedy Draft, 01/17/1961; Papers of John F. Kennedy: President’s Office Files, 01/20/1961–11/22/1963; John F. Kennedy Library; National Archives and Records

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Activity Page 1.2

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Chapter 1 Check for Understanding: How did the Cold War shape domestic and foreign policy?

[illegible]

Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

Domain Vocabulary: Chapter 1

Using your own paper, write the letter that matches the definition of each word.

- | | |
|--|---|
| 1. per capita | a) the act or process of keeping something within certain limits, such as stopping the spread of communism during the Cold War |
| 2. GDP (gross domestic product) | b) the value of all goods and services produced in one country during a specific period, usually a year or part of a year |
| 3. bloc | c) a list of people or groups to be avoided or excluded |
| 4. ideology | d) opposition to or dissatisfaction with a government or its policies |
| 5. dissent | e) per person |
| 6. containment | f) a soldier who uses nontraditional ways of fighting |
| 7. active internationalism | g) a policy of working or cooperating with other nations; the opposite of isolationism |
| 8. coup d'état | h) a group of nations united by a political agreement or common interest |
| 9. blacklist | i) a sudden and illegal takeover of government by force |
| 10. cosmonaut | j) a set of beliefs that support a political system, party, or group |
| 11. guerrilla | k) an astronaut who is part of the Soviet, and later Russian, space program |

Chapter 2: The Civil Rights Movement

Framing Question: What were the causes and effects of the Civil Rights Movement?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Movement Takes Shape	
Ending “Separate but Equal”	
Emmett Till	

Desegregating Buses	
Nonviolent Resistance	
The Freedom Rides	

The Birmingham Campaign	
The March on Washington for Jobs and Freedom	
Freedom Summer	

The Selma March	
Shifts in the Civil Rights Movement	
1968	

**PRIMARY SOURCE H: RUBY BRIDGES INTEGRATING WILLIAM FRANTZ ELEMENTARY SCHOOL,
NEW ORLEANS (1960)**



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

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PRIMARY SOURCE I: FREEDOM SUMMER LEAFLET

What You Can Do:

This is your FREEDOM SUMMER. It will not work without your help.

COFO is asking you to:

- provide housing for the people who are coming to work here.
- look for buildings which can be used for Freedom Schools and Community Centers.
- get names of students who want to go to Freedom Schools.
- let us know when you have meetings or arrange meetings so we can come answer questions about the FREEDOM SUMMER.

Many people are coming here to work during our FREEDOM SUMMER. They want to learn about Mississippi. They feel that the problems here are the problems of people all over the country. Most of them will be college students, both Negro and white.

COFO is your organization. The things it is trying to do should be done by the state. The people who have been elected to run the state say that they do not have to do things for Negroes.


IT IS THE FAULT OF THE STATE that you cannot:

- find work
- read and write
- send your children to better schools.

If you work with COFO you will be working to get yourself the better conditions you deserve.

What Is COFO?

COFO is an organization made up of all the civil rights and local citizenship groups in Mississippi which decided they must work together to improve conditions in Mississippi.



For more information:

Write to - COFO STATE OFFICE
1017 Lynch Street
Jackson, Mississippi

Or call - 352-9605

Other offices near you:


CLARKSDALE - 213 4th Street
phone - 624-2913

COLUMBUS - 1323 6th Ave. North
phone - 328-8916


GREENWOOD - 708 Avenue N
phone - 453-1282

HATTIESBURG - 507 Mobile Street
phone - 584-7670

MERIDIAN - 2505 1/2 5th Street
phone - 485-9286



Council
Of
Federated
Organizations



MISSISSIPPI FREEDOM SUMMER

NOTE: Go to page 43 of the Student Reader to see this source in full color.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

SOURCE:	
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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____

Date _____

Activity Page 1.2

**Use with Martin Luther King Jr.'s "I Have a Dream" Speech.
Primary Source Analysis**

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PRIMARY SOURCE J: LANDMARK CIVIL RIGHTS LEGISLATION

Source 1: from the Civil Rights Act of 1964

An Act

To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Civil Rights Act of 1964". . . .

Sec. 101. . . .

"(2) No person acting under color of law shall—

"(A) in determining whether any individual is qualified under State law or laws to vote in any Federal election, apply any standard, practice, or procedure different from the standards, practices, or procedures applied under such law or laws to other individuals within the same county, parish, or similar political subdivision who have been found by State officials to be qualified to vote;

"(B) deny the right of any individual to vote in any Federal election because of an error or omission on any record or paper relating to any application, registration, or other act requisite to voting, if such error or omission is not material in determining whether such individual is qualified under State law to vote in such election; or

"(C) employ any literacy test as a qualification for voting in any Federal election unless (i) such test is administered to each individual and is conducted wholly in writing, and (ii) a certified copy of the test and of the answers given by the individual is furnished to him within twenty-five days of the submission of his request. . . .

Sec. 201. (a) All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, and privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin. . . .

Source: Civil Rights Act of 1964; 7/2/1964; Enrolled Acts and Resolutions of Congress, 1789–2011; General Records of the United States Government, Record Group 11; National Archives Building, Washington, D.C.

Source 2: from the Voting Rights Act of 1965

An Act

To enforce the fifteenth amendment to the Constitution of the United States, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act shall be known as the "Voting Rights Act of 1965."

SEC. 2. No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

SEC. 3. (a) Whenever the Attorney General institutes a proceeding under any statute to enforce the guarantees of the fifteenth amendment in any State or political subdivision the court shall authorize the appointment of Federal examiners by the United States Civil Service Commission in accordance with section 6 to serve for such period of time and for such political subdivisions as the court shall determine is appropriate to enforce the guarantees of the fifteenth amendment . . .

SEC. 4. (a) To assure that the right of citizens of the United States to vote is not denied or abridged on account of race or color, no citizen shall be denied the right to vote in any Federal, State, or local election because of his failure to comply with any test or device in any State . . .

(c) The phrase "test or device" shall mean any requirement that a person as a prerequisite for voting or registration for voting (1) demonstrate the ability to read, write, understand, or interpret any matter, (2) demonstrate any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or (4) prove his qualifications by the voucher of registered voters or members of any other class. . . .

(e) (1) Congress hereby declares that to secure the rights under the fourteenth amendment of persons educated in American-flag schools in which the predominant classroom language was other than English, it is necessary to prohibit the States from conditioning the right to vote of such persons on ability to read, write, understand, or interpret any matter in the English language.

Source: An act to enforce the fifteenth amendment to the Constitution of the United States and for other purposes, August 6, 1965; Enrolled Acts and Resolutions of Congress, 1789–; General Records of the United States Government; Record Group 11; National Archives.

Name _____

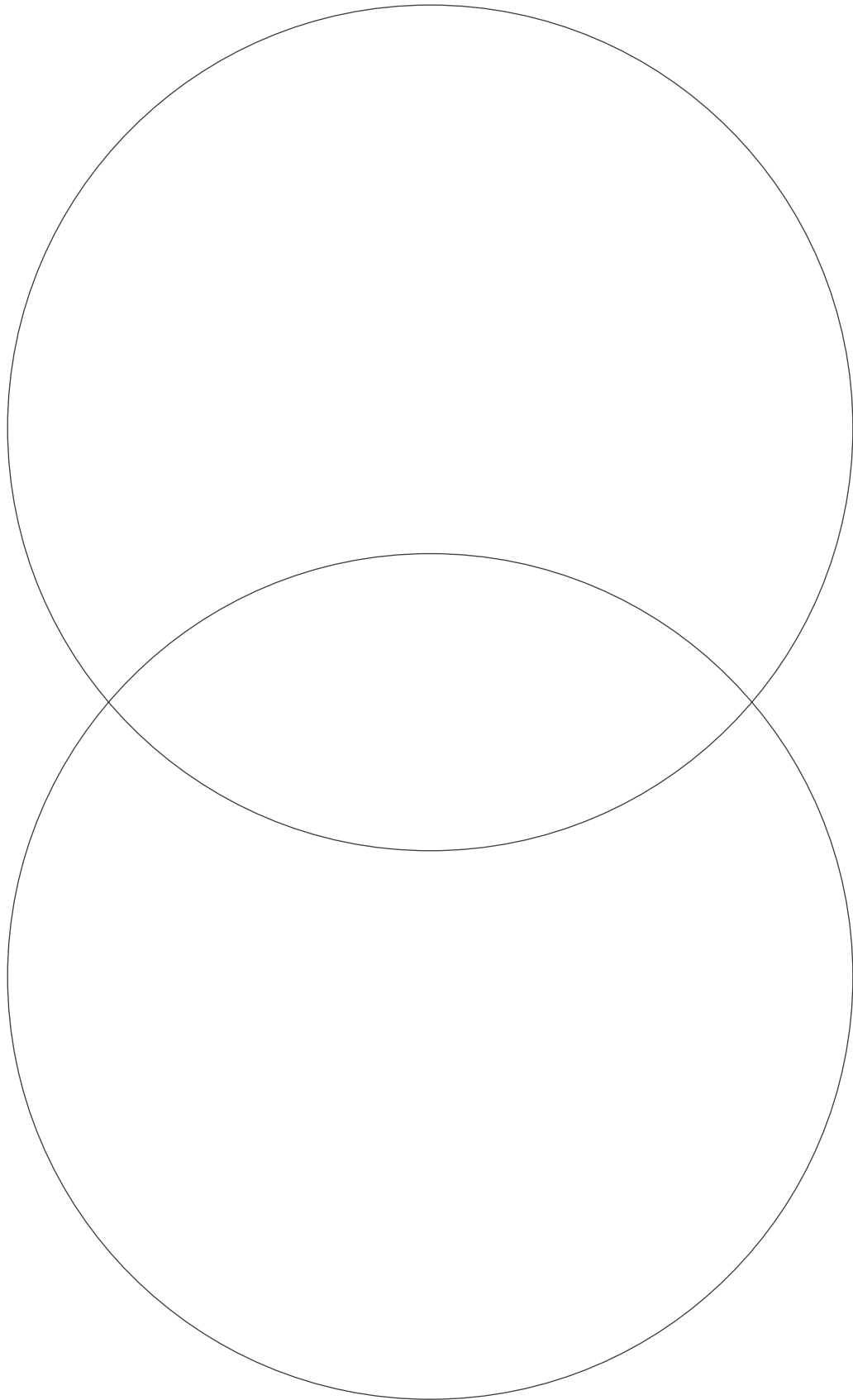
Date _____

Activity Page 2.1

Use with Chapter 2

Venn Diagram

Follow your teacher's instructions to complete this venn diagram.



PRIMARY SOURCE K: FROM *LOMBARD V. LOUISIANA* (1963)

As we interpret the New Orleans city officials' statements, they here determined that the city would not permit Negroes to seek desegregated service in restaurants. Consequently, the city must be treated exactly as if it had an ordinance prohibiting such conduct. We have just held in *Peterson v. City of Greenville* . . . that where an ordinance makes it unlawful for owners or managers of restaurants to seat whites and Negroes together, a conviction under the State's criminal processes employed in a way which enforces the discrimination mandated by that ordinance cannot stand. Equally the State cannot achieve the same result by an official command which has at least as much coercive effect as an ordinance. The official command here was to direct continuance of segregated service in restaurants, and to prohibit any conduct directed toward its discontinuance; it was not restricted solely to preserve the public peace in a nondiscriminatory fashion in a situation where violence was present or imminent by reason of public demonstrations. Therefore here, as in *Peterson*, these convictions, commanded as they were by the voice of the State directing segregated service at the restaurant, cannot stand.

—Chief Justice Warren, Opinion of the Court

Business, such as this restaurant, is still private property. Yet there is hardly any private enterprise that does not feel the pinch of some public regulation—from price control, to health and fire inspection, to zoning, to safety measures, to minimum wages and working conditions, to unemployment insurance. When the doors of a business are open to the public, they must be open to all regardless of race if **apartheid**¹ is not to become engrained in our public places. It cannot by reason of the Equal Protection Clause become so engrained with the aid of state courts, state legislatures, or state police. . . .

There is no constitutional way, as I see it, in which a State can license and supervise a business serving the public and endow it with the authority to manage that business on the basis of apartheid, which is foreign to our Constitution.

—Justice Douglas, concurring

Source: Warren, Earl, and Supreme Court of the United States. *U.S. Reports: Lombard v. Louisiana*, 373 U.S. 267. 1962. Periodical.

¹**apartheid, n.** segregation based on race

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

SOURCE:	
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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

PRIMARY SOURCE L: FROM *GARNER V. LOUISIANA* (1961)

*In 1960, two African American students were convicted by a Louisiana state court for disturbing the peace by sitting at a segregated drugstore lunch counter in Baton Rouge. In 1961, their case was one of three sit-in cases decided by the Supreme Court in *Garner v. Louisiana*. The following excerpt is from Chief Justice Earl Warren's majority opinion.*

In No. 26 [the Baton Rouge case], where there were no facilities to serve colored persons, the petitioners were merely told that they couldn't be served, but were never even asked to move. . . . The petitioners not only made no speeches, they did not even speak to anyone except to order food; they carried no placards, and did nothing, beyond their mere presence at the lunch counter, to attract attention to themselves or to others. In none of the cases was there any testimony that the petitioners were told that their mere presence was causing, or was likely to cause, a disturbance of the peace, nor that the petitioners were ever asked to leave the counters or the establishments by anyone connected with the stores.

. . . [T]he arresting officers were not summoned to the drugstore by anyone even remotely connected with Sitman's [drugstore] but, rather, by a call from an officer on his "beat" who had observed the petitioners sitting quietly at the lunch counter. . . .

Thus, having shown that these records contain no evidence to support a finding that petitioners disturbed the peace, either by outwardly boisterous conduct or by passive conduct likely to cause a public disturbance, we hold that these convictions violated petitioners' rights to due process of law guaranteed them by the Fourteenth Amendment to the United States Constitution. The undisputed evidence shows that the police who arrested the petitioners were left with nothing to support their actions except their own opinions that it was a breach of the peace for the petitioners to sit peacefully in a place where custom decreed they should not sit. Such activity, in the circumstances of these cases, is not evidence of any crime and cannot be so considered either by the police or by the courts.

The judgments [convictions] are reversed.

Source: Warren, Earl, and Supreme Court of the United States. *U.S. Reports: Garner v. Louisiana*, 368 U.S. 157. 1961. Periodical. pp. 170–174.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

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Name _____

Date _____

Activity Page 1.2

Use with Order in New Orleans School Crisis Court Case, 1960.

Primary Source Analysis

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Chapter 2 Check for Understanding: What were the causes and effects of the Civil Rights Movement?

[illegible]

Chapter 3: The Later Cold War (1960s–1991)

Framing Question: What factors contributed to the end of the Cold War?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Cold War Continues	
The Vietnam War	

The Nixon Years	
President Ford	
President Carter	

The Reagan Years	
President George H. W. Bush	

PRIMARY SOURCE M: PRESIDENT CARTER'S "CRISIS OF CONFIDENCE" SPEECH (1979)

The threat is nearly invisible in ordinary ways. It is a crisis of confidence. It is a crisis that strikes at the very heart and soul and spirit of our national will. We can see this crisis in the growing doubt about the meaning of our own lives and in the loss of a unity of purpose for our nation.

The erosion of our confidence in the future is threatening to destroy the social and the political fabric of America. . . .

In a nation that was proud of hard work, strong families, close-knit communities, and our faith in God, too many of us now tend to worship self-indulgence and consumption. Human identity is no longer defined by what one does, but by what one owns. But we've discovered that owning things and consuming things does not satisfy our longing for meaning. We've learned that piling up material goods cannot fill the emptiness of lives which have no confidence or purpose.

The symptoms of this crisis of the American spirit are all around us. For the first time in the history of our country a majority of our people believe that the next five years will be worse than the past five years. Two-thirds of our people do not even vote. The productivity of American workers is actually dropping, and the willingness of Americans to save for the future has fallen below that of all other people in the Western world.

As you know, there is a growing disrespect for government and for churches and for schools, the news media, and other institutions. This is not a message of happiness or reassurance, but it is the truth and it is a warning.

These changes did not happen overnight. They've come upon us gradually over the last generation, years that were filled with shocks and tragedy.

Source: Carter, Jimmy. "Energy and National Goals: Address to the Nation," July 15, 1979. National Archives: Jimmy Carter Presidential Library and Museum.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

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Primary Sources

PRIMARY SOURCE N: PRESIDENT REAGAN'S SPEECH AT THE BRANDENBURG GATE (1987)

On June 12, President Ronald Reagan gave a speech in front of the Brandenburg Gate in West Germany. The gate was built in the late 1700s, but it came to represent the division between East and West Germany during the Cold War.

Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. . . .

As long as this gate is closed, as long as this scar of a wall is permitted to stand, it is not the German question alone that remains open, but the question of freedom for all mankind. Yet I do not come here to lament. For I find in Berlin a message of hope, even in the shadow of this wall, a message of triumph. . . .

In the 1950's, Khrushchev predicted: "We will bury you." But in the West today, we see a free world that has achieved a level of prosperity and well-being unprecedented in all human history. In the Communist world, we see failure, technological backwardness, declining standards of health, even want of the most basic kind—too little food. Even today, the Soviet Union still cannot feed itself. . . .

And now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control. . . .

There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace. General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!

Source: Reagan, Ronald. "Remarks on East-West Relations at the Brandenburg Gate in West Berlin," June 12, 1987. Ronald Reagan Presidential Library & Museum.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

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PRIMARY SOURCE O: FROM JUSTICE BLACK'S CONCURRING OPINION IN *NEW YORK TIMES COMPANY V. UNITED STATES* (1971)

In his concurring opinion, Justice Hugo Black wrote the following:

Our Government was launched in 1789 with the adoption of the Constitution. The Bill of Rights, including the First Amendment, followed in 1791. Now, for the first time in the 182 years since the founding of the Republic, the federal courts are asked to hold that the First Amendment does not mean what it says, but rather means that the Government can halt the publication of current news of vital importance to the people of this country. . . .

In the First Amendment the Founding Fathers gave the free press the protection it must have to fulfill its essential role in our democracy. The press was to serve the governed, not the governors. The Government's power to censor the press was abolished so that the press would remain forever free to censure the Government. The press was protected so that it could bare the secrets of government and inform the people. Only a free and unrestrained press can effectively expose deception in government. And paramount among the responsibilities of a free press is the duty to prevent any part of the government from deceiving the people and sending them off to distant lands to die of foreign fevers and foreign shot and shell. In my view, far from deserving condemnation for their courageous reporting, the *New York Times*, the *Washington Post*, and other newspapers should be commended for serving the purpose that the Founding Fathers saw so clearly. In revealing the workings of government that led to the Vietnam war, the newspapers nobly did precisely that which the Founders hoped and trusted they would do.

The Government's case here is based on premises entirely different from those that guided the Framers of the First Amendment. . . .

In other words, we are asked to hold that despite the First Amendment's emphatic command, the Executive Branch, the Congress, and the Judiciary can make laws enjoining publication of current news and abridging freedom of the press in the name of "national security." The Government does not even attempt to rely on any act of Congress. Instead it makes the bold and dangerously far-reaching contention that the courts should take it upon themselves to "make" a law abridging freedom of the press in the name of equity, presidential power and national security, even when the representatives of the people in Congress have adhered to the command of the First Amendment and refused to make such a law. . . .

The word "security" is a broad, vague generality whose contours should not be invoked to abrogate the fundamental law embodied in the First Amendment. The guarding of military and diplomatic secrets at the expense of informed representative government provides no real security for our Republic. The Framers of the First Amendment, fully aware of both the need to defend a new nation and the abuses of the English and Colonial governments, sought to give this new society strength and security by providing that freedom of speech, press, religion, and assembly should not be abridged.

Source: Supreme Court of the United States. *U.S. Reports: New York Times Co. v. United States*, 403 U.S. 713. 1970. Periodical.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

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PRIMARY SOURCE P: FROM RONALD REAGAN AT MOSCOW STATE UNIVERSITY (1988)

We Americans make no secret of our belief in freedom. In fact, it's something of a national pastime. Every 4 years the American people choose a new president, and 1988 is one of those years. At one point there were 13 major candidates running in the two major parties, not to mention all the others, including the Socialist and Libertarian candidates—all trying to get my job. About 1,000 local television stations, 8,500 radio stations, and 1,700 daily newspapers each one an independent, private enterprise, fiercely independent of the Government—report on the candidates, grill them in interviews, and bring them together for debates. In the end, the people vote; they decide who will be the next president. But freedom doesn't begin or end with elections. . . .

Freedom is the right to question and change the established way of doing things. It is the continuing revolution of the marketplace. It is the understanding that allows us to recognize shortcomings and seek solutions. It is the right to put forth an idea, scoffed at by the experts, and watch it catch fire among the people. It is the right to dream—to follow your dream or stick to your conscience, even if you're the only one in a sea of doubters. Freedom is the recognition that no single person, no single authority or government has a monopoly on the truth, but that every individual life is infinitely precious, that every one of us put on this world has been put there for a reason and has something to offer. . . .

. . . Let me cite one of the most eloquent contemporary passages on human freedom. It comes, not from the literature of America, but from this country, from one of the greatest writers of the 20th century, Boris Pasternak, in the novel *Dr. Zhivago*. He writes: "I think that if the beast who sleeps in man could be held down by threats—any kind of threat, whether of jail or of retribution after death—then the highest emblem of humanity would be the lion tamer in the circus with his whip, not the prophet who sacrificed himself. But this is just the point—what has for centuries raised man above the beast is not the cudgel, but an inward music—the irresistible power of unarmed truth."

The irresistible power of unarmed truth. Today the world looks expectantly to signs of change, steps toward greater freedom in the Soviet Union. We watch and we hope as we see positive changes taking place. There are some, I know, in your society who fear that change will bring only disruption and discontinuity, who fear to embrace the hope of the future—sometimes it takes faith. . . .

Your generation is living in one of the most exciting, hopeful times in Soviet history. It is a time when the first breath of freedom stirs the air and the heart beats to the accelerated rhythm of hope, when the accumulated spiritual energies of a long silence yearn to break free. . . .

We do not know what the conclusion will be of this journey, but we're hopeful that the promise of reform will be fulfilled. In this Moscow spring, this May 1988, we may be allowed that hope: that freedom, like the fresh green sapling planted over Tolstoy's grave, will blossom forth at last in the rich fertile soil of your people and culture. We may be allowed to hope that the marvelous sound of a new openness will keep rising through, ringing through, leading to a new world of reconciliation, friendship, and peace.

Source: Reagan, Ronald. "Remarks and a Question-and-Answer Session With the Students and Faculty at Moscow State University." May 31, 1988. Ronald Reagan Presidential Library

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

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Chapter 3 Check for Understanding: What factors contributed to the end of the Cold War?

[illegible]

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 2–3

Use the words in the Word Bank to complete the crossword puzzle. Leave out the space in two-word terms.

plaintiff	inherently	civil disobedience	conscience	national debt
delegation	détente	stagnation	deregulation	affirmative action

Across:

3. in a way that reflects the innermost nature of a thing or person
4. the process of taking away regulations or restrictions
5. a condition noted for a lack of growth or development
6. the refusal to follow the law or government because it goes against one's conscience; an act of protest
9. the amount of money that the government of a country owes to lenders such as banks, companies, or other countries

Down:

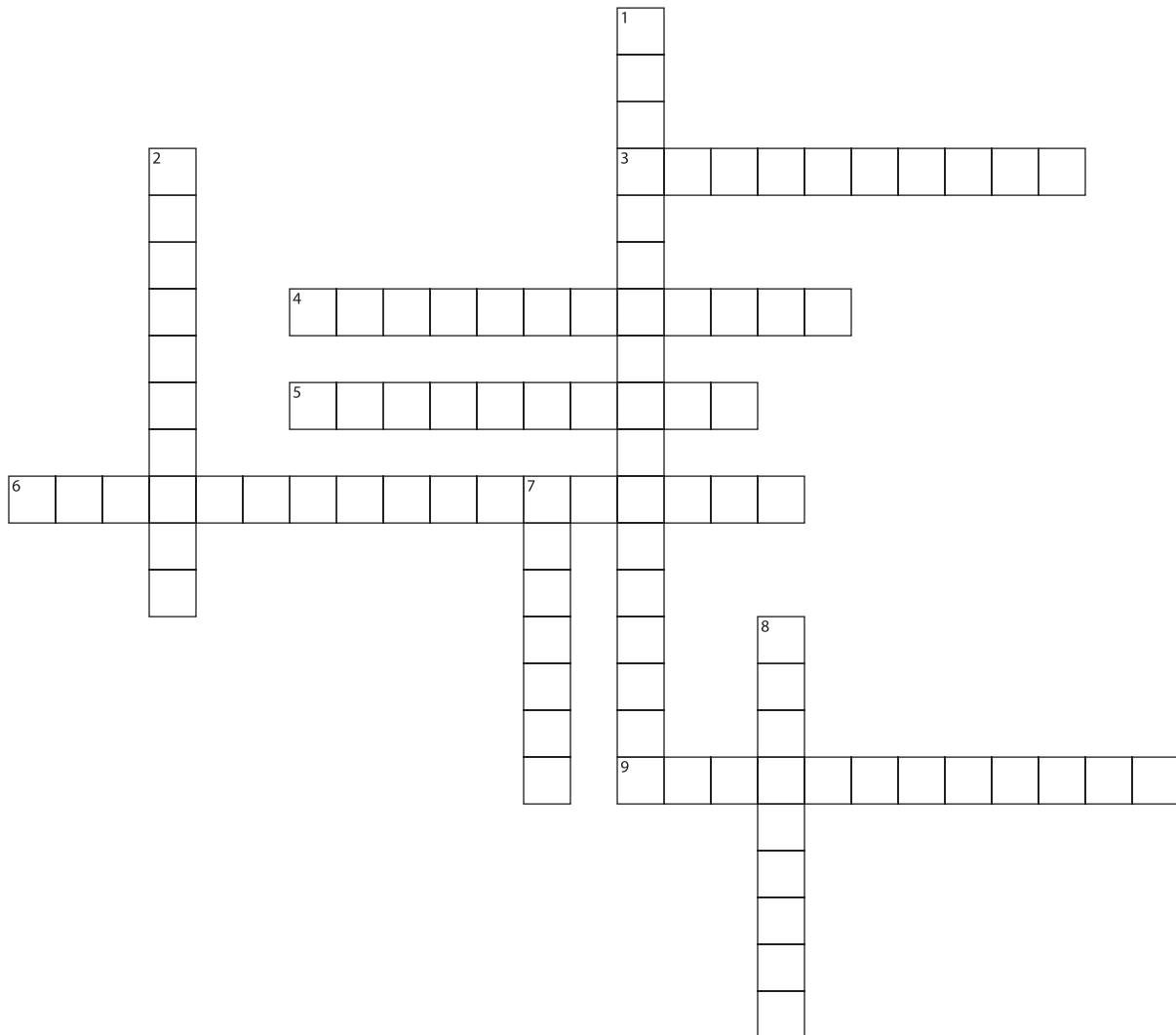
1. the use of policies or practices to increase the numbers of persons from certain groups in areas of employment or education where they have historically been underrepresented or excluded
2. a group chosen to represent others, such as at the national convention of a major political party
7. a policy that relaxes tensions between nations
8. a person who begins a legal action

Name _____

Date _____

Activity Page 3.1 (continued)

Use with Chapter 3



Name _____

Date _____

Performance Task Activity: *The Postwar Era*

Prepare and deliver a presentation in which you support or refute this claim with evidence from the unit: During the Cold War, the United States achieved more domestically than it did internationally.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Postwar Era* as well as from the sources and resources in the unit activities.

[illegible]

Name _____

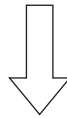
Date _____

Activity Page 1.3

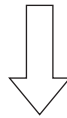
Use with Performance Task

Claims and Evidence

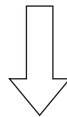
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

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Rosa Parks Gets Fingerprinted (b/w photo) / Underwood Archives/UiG / Bridgeman Images: Cover A

Students Duck and Cover from a Nuclear Threat, 1962 (silver print photograph)/American Photographer, (20th century) / American/Private Collection/Photo © Graphica Artis / Bridgeman Images: Cover C

Underwood Archives, Inc / Alamy Stock Photo: 26

Vietnam: US soldiers on a search-and-destroy patrol in Phuoc Tuy province, South Vietnam, June 1966/American Photographer, (20th century) / American/Pictures from History / Bridgeman Images: Cover B



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The Changing Nation
The Changing World
Prosperity and Decline
The World at War
The Postwar Era
The Modern Era

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